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MAR 20 1998

**January 1998**



**English 33**  
**Part A: Written Response**  
**Grade 12 Diploma Examination**

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January 1998  
**English 33 Part A: Written Response**  
**Grade 12 Diploma Examination**

*Description*

**Part A: Written Response** contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

• **Section I:**  
**Personal Response to Literature**

<i>Suggested time</i>	<i>Value</i>
75 minutes	50 marks

... *Page 2*

• **Section II:**  
**Functional Writing**

<i>Suggested time</i>	<i>Value</i>
45 minutes	30 marks

... *Page 13*

• **Section III:**  
**Response to Visual Communication**

<i>Suggested time</i>	<i>Value</i>
30 minutes	20 marks

... *Page 22*

*Suggested time for revision and editing*  
30 minutes

***Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.***

*Instructions*

- Budget your time carefully; the suggested time for each part is only a guideline for you.
- Follow instructions carefully.
- Complete **all three** assignments.
- You may use the following print or electronic references:
  - a dictionary  
(English language and/or translation)
  - a thesaurus
  - an authorized writing handbook
- Space is provided in this booklet for planning and for your finished work.
- Please write your finished work in blue or black ink.

***Additional Instructions for Students Using Word Processors***

- Format your work using a 12-point or larger serif font such as Times or New York. Double-space your final copy.
- Staple your final printed work to the first page provided in the booklet for finished work for each section (Section I, Section II, and Section III). Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

**Feel free to make corrections and revisions directly on your finished work.**

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested Time: 75 minutes)

Read the following excerpt from the novel *Animal Dreams* and complete the assignment.

### from ANIMAL DREAMS

*Codi Noline, the narrator in this excerpt, has returned to her home town. She is visiting Loyd, who is an old friend. Carlo is Codi's former boyfriend. Jack is Loyd's dog.*

I laid my head on his chest and nearly went to sleep while he gently stroked my spine. I felt like a baby being coaxed, reluctantly, into dreamland. A few yards away, Jack was already there. His legs jerked helplessly, making him look vulnerable.

"I've lost an earring. You see it?"

"No. I'll help you look in a minute."

"What's Jack dreaming about?"

"Chasing rabbits," Loyd said.

"That's what everybody says, but I don't think all dogs dream about that. You watch a city dog that's never even heard of a rabbit—it'll do that same thing."

"How do you know they really dream?"

"They do. All mammals that have been tested have REM<sup>1</sup> sleep, except spiny anteaters." I cringed after I said this. I sounded like Codi Noline, brain of the seventh grade, despised by her peers.

"*Spiny anteaters?*"

"Well, I'm sorry, but it's the truth. I read it in the encyclopedia one time."

"You are an amazing person."

He meant it, he wasn't making fun of me. His hand stopped moving and came to rest on the small of my back. He was actually thinking about all this. Carlo wouldn't have paid the slightest attention to a conversation like this; he'd be thinking about whatever men think about, how much gas is left in the tank. Loyd asked, "What do you think animals dream about?"

"I don't know. Animal heaven." I laughed.

"I think they dream about whatever they do when they're awake. Jack chases rabbits, and city dogs chase, I don't know what. Meter readers."

"But that's kind of sad. Couldn't a dog have an imagination, like a person?"

"It's the same with people. There's nothing sad about it. People dream about what they do when they're awake. God, when I used to work for *Tia* sorting the pecans I'd go to bed and dream about pecans, pecans, pecans."

I studied his face. "Didn't you ever dream you could fly?"

*Continued*

<sup>1</sup>REM—rapid eye movement. During REM sleep, dreams take place.



“Not when I was sorting pecans all day.”

“Really, though. Didn’t you ever fly in your dreams?” Even I had done that, though not often.

“Only when I was real close to flying in real life,” he said. “Your dreams, what you hope for and all that, it’s not separate from your life. It grows right up out of it.”

“So you think we all just have animal dreams. We can’t think of anything to dream about except our ordinary lives.”

He gently moved a lock of hair out of my eyes. “Only if you have an ordinary life. If you want sweet dreams, you’ve got to live a sweet life.”

“Okay,” I said, feeling happy. I was sure no other man I’d ever known would have concerned himself with what animals dream about. “I’m going to sleep now, and I’ll give you a report.” I settled my head back down on his chest. His heartbeat moved faintly against my ear as I looked out across the ground. I saw my silver earring gleaming in the grass.

*Barbara Kingsolver*  
Contemporary American novelist

## THE ASSIGNMENT

In the excerpt from *Animal Dreams*, Loyd says, “Your dreams, what you hope for and all that, it’s not separate from your life. It grows right up out of it.” Codi, on the other hand, implies that because people have imaginations, their dreams and their hopes for the future can reach beyond their ordinary lives.

**What is your opinion of Loyd’s idea that the kinds of experiences that we have in real life determine our dreams and our hopes for the future?**

In your writing, you should

- consider the thoughts and feelings of the characters in the excerpt
- use your own observations and experiences to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

## Section I: Personal Response to Literature

### PLANNING

There is additional space for planning on pages 6, 8, and 10.

*If you are using a word processor, staple your Section I finished work here.  
You may make corrections directly on your printed page(s).*

## Section I: Personal Response to Literature

## FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for finished work on pages 7, 9, and 11.

## **Section I: Personal Response to Literature**

### **PLANNING**

There is additional space for planning on pages 8 and 10.



## Section I: Personal Response to Literature

## FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for finished work on pages 9 and 11.

## Section I: Personal Response to Literature

### PLANNING

There is additional space for planning on page 10.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## **Section I: Personal Response to Literature**

### **PLANNING**

## Section I: Personal Response to Literature

## FINISHED WORK

[illegible]

**GO ON TO SECTION II**



## SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

### THE SITUATION

At the Nalwen School Board meeting to be held on January 30, 1998, David Wedifell, one of the trustees, intends to propose a policy that would create separate classes for male and female students at Nalwen High School. (Read the news article and Mr. Wedifell's proposed Gender Segregation Policy on page 14.)

You are the Grade 12 representative on the Nalwen High School Students' Council.

The student representatives on the students' council have unanimously decided to oppose any policy that would segregate male and female students at the high school. Because you have gained a reputation as an excellent speechwriter, the students' council has asked you to write the speech that will be presented by the Students' Council President at the school board meeting on January 30, 1998. **You must persuade the trustees of the Nalwen School Board that creating separate classes for male and female students is unnecessary and unwise.**

You have received a number of suggestions from fellow students, and these suggestions have helped you to decide what to include in your speech. As well, the students' council has surveyed student, teacher, and parent opinion on this issue and has collected other information that may be helpful to you. (See the information on page 15.)

### THE ASSIGNMENT

**Write the speech that will be presented to the Nalwen School Board on January 30 to persuade trustees to vote against the gender segregation policy.**

In preparing your speech, BE SURE to

- consider your purpose and audience
- study the information on pages 14 and 15 and use this information to prepare a persuasive speech
- use an appropriate tone

Remember that this is a speech, not a letter. Do not sign your speech.

*Continued*

Article from *The Nalwen News*, January 16, 1998

## ***Trustee to Propose Separate Classes for Boys and Girls at Nalwen High School***

When the Nalwen School Board meets on January 30, 1998, Trustee David Wedifell will make a formal motion that the board adopt his proposal to separate male and female students at Nalwen High School.

Mr. Wedifell supports his proposal for gender segregation by referring to a recent study: "Research tells us that 51% of our students—the females—face bias in their classrooms. A report released by The American Association of University Women states that 'while girls and boys enter school roughly equal in ability, by the time they have reached high school, many girls have fallen behind in key areas, particularly in math and science.' Do we want 51% of our future wage earners to be lacking in the expertise necessary to compete for highly technical jobs? No, we do not!"

Mr. Wedifell also reports that gender segregation is working well at the high school in Exeter, Alberta, 50 kilometres south of Nalwen. According to Mr. Wedifell, the principal of Exeter High School believes that student achievement increased in Exeter after a similar policy was implemented.

The school board has asked interested groups and individuals to present their opinions at the meeting on January 30.

Mr. Neal Terfdoome, an English teacher at Nalwen High School, says that he will be speaking against Mr. Wedifell's proposal. He says, "The plan to separate young men and young women is a poor one, particularly in the Humanities—English and Social Studies. When students are discussing the interpretation of a work of literature or an important historical event that has helped to define our culture, males and females need to hear each other. Students learn as much from each other as they do from their teachers. It is important for students to be exposed to a variety of opinion, both male and female, on all issues."

## **Proposed Gender Segregation Policy for Nalwen High School**

*Prepared by David Wedifell, Trustee,  
Nalwen School Board*

In order to foster high standards and an appropriate learning environment in which all students can achieve to their maximum potential, the following Gender Segregation Policy for Nalwen High School is hereby proposed:

- That male and female students be assigned to separate classes in all core courses
- That the following courses be identified as core courses:
  - Biology 30
  - Chemistry 30
  - English 20 and 30
  - English 23 and 33
  - Mathematics 30 and 33
  - Physical Education 30
  - Physics 30
  - Science 20 and 30
  - Social Studies 20 and 30
  - Social Studies 23 and 33
- That teaching assignments be arranged so that male teachers teach classes of males and female teachers teach classes of females
- That classes in core courses be offered for a minimum of fifteen students

By placing our young men and young women in separate classes, we will be creating an atmosphere in which attitudes of mutual respect will replace attitudes of gender competition. Placing males and females in separate classes will help to ensure that all students will develop the learning skills, career goals, and leadership qualities necessary for their future success.

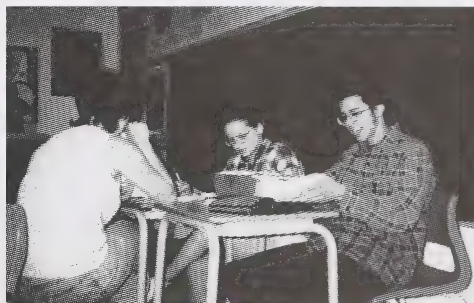
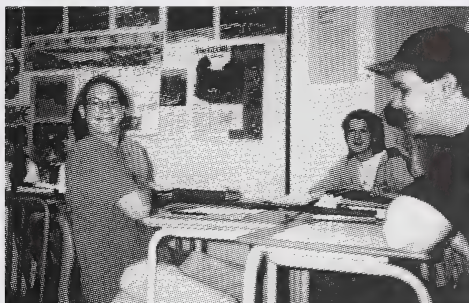
*Continued*

## Section II: Functional Writing

### Comparison of Student Achievement in Selected Courses Nalwen High School and Exeter High School 1996 – 1997 School Year

Course	Nalwen High School		Exeter High School	
	Proportion of Females Achieving 50% or Higher	Proportion of Males Achieving 50% or Higher	Proportion of Females Achieving 50% or Higher	Proportion of Males Achieving 50% or Higher
English 30	97%	96%	95%	85%
English 33	91%	93%	87%	85%
Social Studies 30	93%	96%	93%	89%
Social Studies 33	90%	91%	91%	89%
Mathematics 30	88%	88%	83%	79%
Mathematics 33	86%	85%	76%	72%

### Male and Female Students Working Together at Nalwen High School, December 1997



### Survey of Opinion Regarding the Need for Separate Classes for Males and Females at Nalwen High School

		Males and females receive equal attention from teachers.		Males and females have equal opportunities to assume leadership roles in the classroom and the school.		Current levels of achievement at Nalwen High are satisfactory.		Organizing classes by gender would be harmful to student development and achievement.	
		Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
<b>Students:</b>	Male	375	20	380	15	379	16	390	5
	Female	350	61	380	31	369	42	396	15
<b>Teachers:</b>	Male	17	1	17	1	13	5	15	3
	Female	13	2	13	2	9	6	12	3
<b>Parents:</b>	Male	160	32	180	12	120	72	110	82
	Female	167	99	169	97	136	130	133	133



## **Section II: Functional Writing**

### **PLANNING**

There is additional space for planning on pages 18 and 20.

*If you are using a word processor, staple your Section II finished work here.  
You may make corrections directly on your printed page(s).*

## Section II: Functional Writing

## FINISHED WORK

Mr. Chairman, Trustees

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting, printed text, or other markings on the paper.

There is additional space for finished work on pages 19 and 21.

## Section II: Functional Writing

### PLANNING

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There is additional space for planning on page 20.



## Section II: Functional Writing

## FINISHED WORK

[illegible]

There is additional space for finished work on page 21.

**Section II: Functional Writing**

**PLANNING**

## Section II: Functional Writing

## FINISHED WORK





### **SECTION III: RESPONSE TO VISUAL COMMUNICATION**

**(Suggested time: 30 minutes)**

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

#### **THE ASSIGNMENT**

**What idea does the photograph communicate to you? Explain how the details in the photograph and the photographer's choices support this idea.**

#### **INITIAL PLANNING**

Space is provided here for your initial planning. No marks are awarded for work done on this page.

Idea communicated:

Support:

There is additional space for planning on pages 24 and 26.

### **Section III: Response to Visual Communication**

#### **PLANNING**

There is additional space for planning on page 26.

*If you are using a word processor, staple your Section III finished work here.  
You may make corrections directly on your printed page(s).*

### Section III: Response to Visual Communication

## FINISHED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for finished work on page 27.

### **Section III: Response to Visual Communication**

#### **PLANNING**



### Section III: Response to Visual Communication

## FINISHED WORK

[illegible]

### Credits

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***Do Not Write  
On This Page***



English 33: Part A

**Permanent Mailing Address:**

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 School: \_\_\_\_\_ Signature: \_\_\_\_\_

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## English 33: Part A



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